

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

704 KAR 3:530, Mathematics Achievement Fund and 704 KAR 3:490, Teacher's Professional Growth Fund

Applicable Statute or Regulation:

KRS 156.553, 158.840, 158.842, 158.844, 164.525; 704 KAR 3:490; 704 KAR 3:530

History/Background:

Existing Policy. An existing program, the Teacher's Professional Growth Fund (TPGF), was established by the Kentucky legislature in 2000. The TPGF began as direct reimbursements to teachers for participation in professional development, including content-specific course work at colleges and universities. In 2005, the legislature passed House Bill 93, which changed the priorities of the funds for 2006-2010. These priorities are to train and support coaching and mentoring for teachers of reading (grades 4-12) and mathematics (all levels) and to train selected teachers in diagnostic and intervention services for students in the primary program. Funding is to be distributed through a competitive grant program open to all Kentucky public school districts. This legislation also created the Mathematics Achievement Fund to provide diagnostic assessment and intervention services to students to help them reach proficiency in mathematics.

At the August 2005 Kentucky Board of Education meeting, the Board discussed an implementation plan and timeline on this comprehensive initiative. In order to implement both programs, the TPGF regulation (704 KAR 3:490) needs to be revised in order to meet the new requirements, and a new regulation (704 KAR 3:530) needs to be promulgated to meet the intent of the Mathematics Achievement Fund program.

Policy Issues:

The Kentucky Department of Education (KDE) has received recommendations from the Committee for Mathematics Achievement, as directed in the legislation, on the content of both regulations. Additionally, the KDE has worked with staff from the Collaborative Center for Literacy Development on the plans to implement the section of the Teacher's Professional Growth Fund related to reading. The attached regulations include these perspectives.

In addition, staff is seeking advice from the Board on the amount of TPGF funding to allocate to reading and mathematics. Staff recommends initially allocating the funding equally between reading and mathematics. Funding available is \$3.9 million dollars per year of the biennium. Although Kentucky has had funding for early reading initiatives through state and federal initiatives, federal and state funding has not been limited to and not systematically targeted for reading initiatives in grades 4-12. The content for professional development in mathematics is in

the initial stages of development and will be further developed once the Center for Mathematics Achievement is named and operating.

In addition to providing input on the promulgation of the regulations, the KDE asks the Board's advice on the following implementation issues:

1. As KDE staff moves forward with developing the application, does the Board have suggestions for criteria to include as judging elements for the awarding of grants from the Mathematics Achievement Fund?
2. How should the TPGF monies be divided between Reading and Mathematics?

Impact on Getting to Proficiency

Providing diagnostic and intervention for students in the primary program struggling with mathematics and coaching and mentoring for teachers P-12 in reading and mathematics will lead to increased student achievement in reading and mathematics.

Groups Consulted and Brief Summary of Responses

- Committee for Mathematics Achievement - The committee provided guidance on the different elements of the regulations as provided for in the statutes. The statutes also suggest that the Center for Mathematics provide guidance, but the Council on Postsecondary Education had not named the Center prior to the regulations moving forward. Once established and operational, the Center will play a key role in implementation of the mathematics initiative. As mentioned earlier, the Collaborative Center for Literacy Development has been involved in planning the reading portion of the TPGF, and will play an important role in implementation.
- Local Superintendents Advisory Council (LSAC) – LSAC will forward its comments to the Board via a letter from that body prior to the February meeting.

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